



State of New Jersey  
2014-15

OVERVIEW

BERGEN  
MAHWAH TWP

GRADE SPAN 09-12

03-2900-050  
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50 RIDGE ROAD  
MAHWAH, NJ 07430

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

## DEMOGRAPHIC INFORMATION

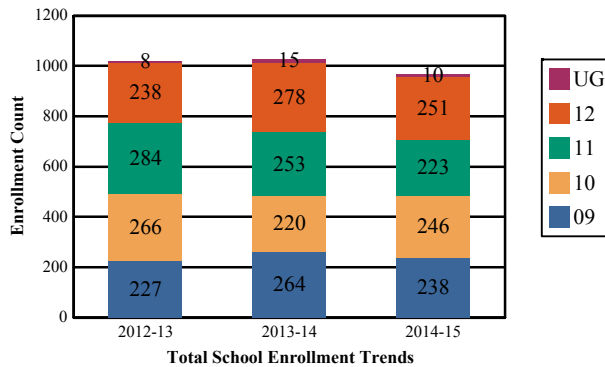
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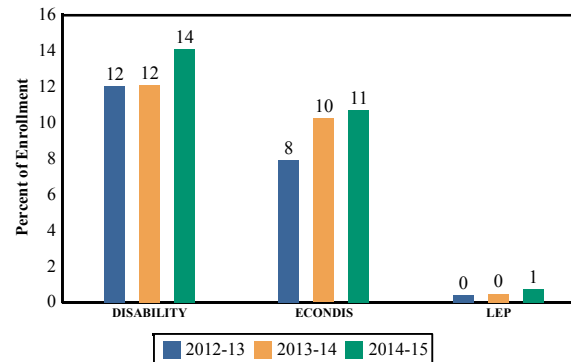
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



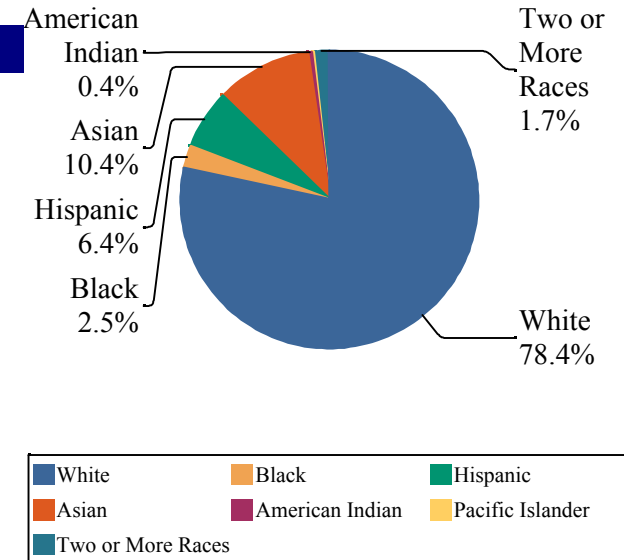
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

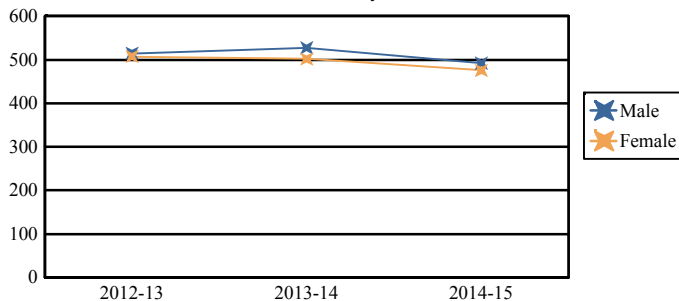


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,022
2013-14	1,029
2014-15	968

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	515	507
2013-14	527	502
2014-15	492	476

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	137	14%
Economically Disadvantaged Students	104	10.7%
English Language Learners	7	0.7%

### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	95.2%
Spanish	1.2%
Arabic	0.6%
Gujarati	0.5%
Korean	0.5%
Chinese	0.3%
Other	1.7%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>73%</b>	<b>100</b>	<b>93</b>
Math Met or Exceeded Expectation	<b>58%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	397	72.8%	95%	87%	NO
White	306	73.5%	95%	85.8%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	49	73.4%	95%	94.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	57	33.3%	95%	83.8%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	35	51.4%	95%	88.6%	NO

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	401	58.1%	95%	87.2%	NO
White	305	57.7%	95%	85.8%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	48	70.8%	95%	94.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	57	15.8%	95%	84.3%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	41	29.3%	95%	90.4%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

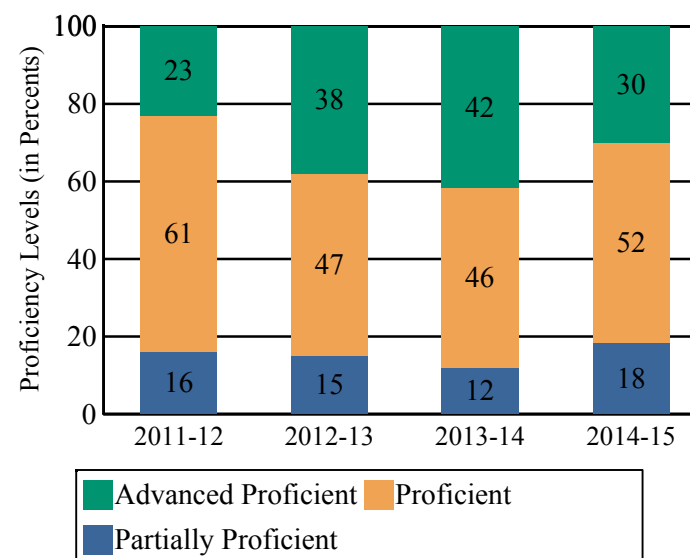
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	30%	52%	18%
White	31%	54%	15%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	5%	43%	51%
English Language Learners	-	-	-
Economically Disadvantaged Students	20%	33%	47%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 09**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	179	765	739	5%	6%	16%	48%	25%	73%	41%
White	139	767	746	3%	8%	15%	50%	24%	74%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	11	762	725	0%	0%	27%	64%	9%	73%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	19	776	765	0%	0%	21%	37%	42%	79%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	33	727	706	18%	24%	24%	30%	3%	33%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	19	734	724	32%	16%	5%	32%	16%	47%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	212	776	735	1%	7%	19%	40%	33%	73%	38%
White	162	776	741	2%	6%	19%	42%	31%	73%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	11	768	720	0%	18%	9%	64%	9%	73%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	30	783	763	0%	7%	23%	20%	50%	70%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	18	746	698	0%	28%	44%	17%	11%	28%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	14	757	718	7%	7%	36%	36%	14%	50%	23%

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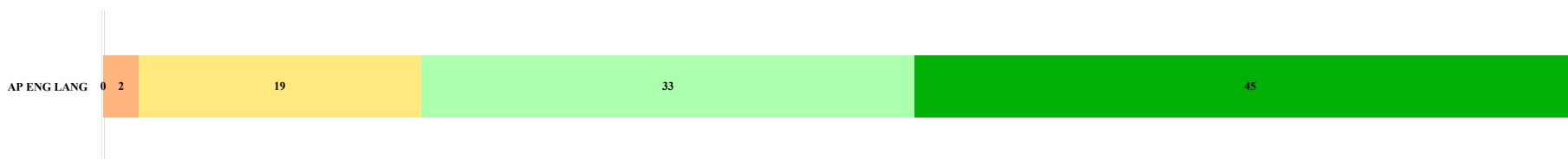
PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	204	775	741	3%	5%	16%	42%	34%	75%	42%
White	171	775	745	3%	5%	16%	41%	35%	75%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	11	783	731	0%	0%	18%	45%	36%	82%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	14	782	765	7%	0%	7%	43%	43%	86%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	41	745	712	10%	12%	37%	32%	10%	41%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	17	765	730	6%	0%	24%	35%	35%	71%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP  $\geq 3$  or score IB  $\geq 4$  may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	42	97.6%	4.21	3.36

- Data is suppressed to protect the confidentiality of the students.

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	119	748	740	5%	16%	26%	52%	1%	53%	40%
White	89	751	746	4%	13%	25%	56%	1%	57%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	11	739	725	9%	27%	18%	45%	0%	45%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	11	758	769	0%	9%	27%	64%	0%	64%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	33	727	710	15%	33%	36%	15%	0%	15%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	20	730	725	15%	25%	35%	25%	0%	25%	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	144	746	728	4%	15%	37%	39%	5%	44%	21%
White	111	746	731	5%	14%	38%	40%	5%	44%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	12	742	718	0%	25%	42%	33%	0%	33%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	14	746	751	7%	14%	29%	43%	7%	50%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	16	739	718	0%	19%	69%	13%	0%	13%	8%

PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	218	753	721	9%	10%	25%	50%	6%	56%	24%
White	169	751	725	10%	9%	30%	47%	5%	51%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	28	771	751	4%	11%	11%	57%	18%	75%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	26	711	691	38%	23%	27%	12%	0%	12%	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	13	747	705	15%	8%	23%	54%	0%	54%	9%

**COLLEGE AND CAREER READINESS**

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	<b>97%</b>	<b>97</b>	<b>76</b>	<b>80%</b>	<b>YES</b>
Percent of Students Participating in PSAT or PLAN	<b>64%</b>	<b>23</b>	<b>34</b>	<b>60%</b>	<b>YES</b>
Percent of Students Scoring Above 1550 on SAT	<b>60%</b>	<b>94</b>	<b>80</b>	<b>40%</b>	<b>YES</b>
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	<b>29%</b>	<b>77</b>	<b>69</b>	<b>35%</b>	<b>NO</b>
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	<b>85%</b>	<b>74</b>	<b>81</b>	<b>75%</b>	<b>YES</b>
<b>Summary</b>		<b>73</b>	<b>68</b>		<b>80%</b>

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	93.0%	78.5%	79.1%
Participating in ACT	60.7%		25.2%
Participating in PSAT or PLAN	64.4%	81.4%	79.6%
Participating in Dual Enrollment	83.7%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	45.2%	38.4%	36.3%
One or More Test	42.0%	28.1%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	28.9%	23.6%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

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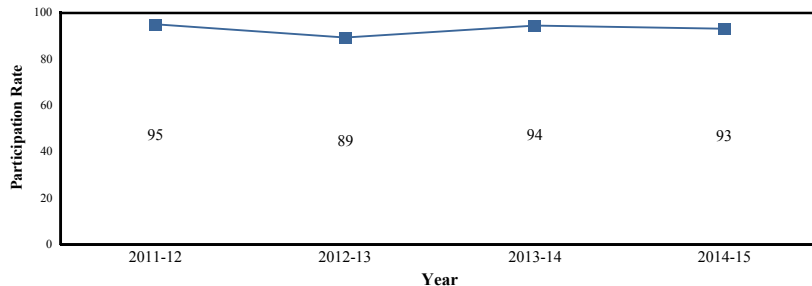
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	59.8%	47.8%	43.8%

**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,629	1,551	1,508
Critical Reading	528	511	496
Mathematics	563	531	518
Writing	538	509	494

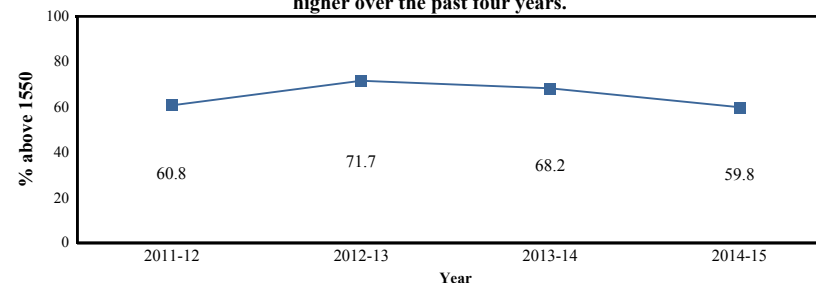
**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	83.9%	76.8%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	84.7%	75.2%	69.7%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	590	630	620
50th Percentile	520	550	530
25th Percentile	460	490	450

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**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology	80	73
AP English Literature and Composition	64	56
AP English Language and Composition	45	44
AP Statistics	34	32
AP European History	32	23
AP U.S. History	27	27
AP Calculus BC	24	20
AP Biology	24	21
AP Physics C	20	
AP Studio Art/Three-Dimensional	20	14
AP Computer Science A	19	18
AP Studio Art/Drawing Portfolio	18	9
AP Calculus AB	13	13
AP French Language	12	6
AP Chemistry	10	10
AP Music Theory	8	7
AP Spanish Language	6	5
AP Physics C: Electricity and Magnetism		15

AP/IB Course Name	Students Enrolled	Students Tested
AP Physics C: Mechanics		15
AP U.S. Government and Politics		14
AP Macroeconomics		12
AP Microeconomics		12
AP Studio Art/Two-Dimensional		5
AP Environmental Science		4

### Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	8.9%	3.8%
Music	23.2%	17.8%
Visual Arts	43.5%	31.7%
Total: All Visual and Performing Arts	61.6%	49.9%

N/R - Data Not Reported

### Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.1%	18.3%
Structured Learning Experience	7.4%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

**BERGEN**

**GRADE SPAN 09-12**

**MAHWAH TWP**

**MAHWAH HIGH SCHOOL**

**50 RIDGE ROAD**

**MAHWAH, NJ 07430**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	96%	81	68	78%	YES
Dropout Rate	0.2%	87	70	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>84</b>	<b>69</b>		<b>100%</b>

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	96%	78%
White	97%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	91%	
English Language Learners	-	
Economically Disadvantaged Students	-	

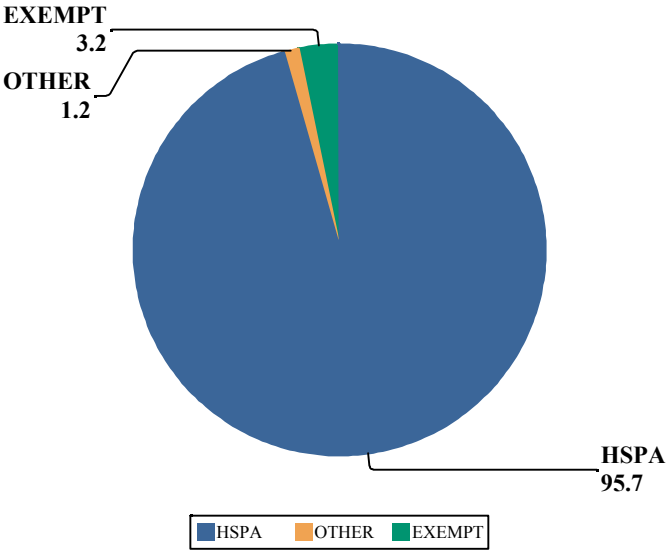
**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	.2%	2%
White	.1%	
African American	-	
Hispanic	0%	
American Indian	-	
Asian	1%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	-	
Economically Disadvantaged Students	1%	

**Graduation Pathway Rates**

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the ‘Just Proficient Mean’ or an appeal process.



**Extended Year Graduation Rate**

The chart below presents the 4-year and 5-year graduation rate for the prior school year’s cohort in addition to the 4-year graduation rate for last year’s cohort.

Class of	4-year Rate	5-year Rate
2012	95%	95%
2013	94%	96%
2014	98%	98%
2015	96%	

### Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	84%	6.6%	93.4%
White	85.5%	4.6%	95.4%
African American	-	-	-
Hispanic	-	-	-
Asian	83.9%	3.8%	96.2%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 09-12**

**03-2900-050  
MAHWAH HIGH SCHOOL  
50 RIDGE ROAD  
MAHWAH, NJ 07430**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	836	850
75th	790	766
50th	765	739
25th	745	710
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	56

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	821
75th	768	762
50th	751	735
25th	726	711
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN  
MAHWAH TWP

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	804	766
50th	779	733
25th	746	699
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	799	768
50th	776	740
25th	751	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	57

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MAHWAH HIGH SCHOOL  
50 RIDGE ROAD  
MAHWAH, NJ 07430

GRADE SPAN 09-12

**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	793
75th	764	747
50th	746	726
25th	732	710
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	823	813
75th	779	748
50th	755	718
25th	731	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	56

**SCHOOL CLIMATE**

**BERGEN  
MAHWAH TWP**

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
<b>2014-15</b>	7 Hrs. 23 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
<b>2014-15</b>	2.7%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

<b>2014-15</b>	School
<b>Full Time</b>	6 Hrs. 30 Mins.
<b>Shared Time</b>	3 Hrs. 5 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
<b>2014-15</b>	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

<b>2014-15</b>	School
<b>Faculty</b>	11
<b>Administrators</b>	242

**SCHOOL PEER GROUP**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 09-12**

**03-2900-050  
MAHWAH HIGH SCHOOL  
50 RIDGE ROAD  
MAHWAH, NJ 07430**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	FAIR LAWN HIGH SCHOOL	03-1450-050	09-12	12.8%	0.8%	16%
BERGEN	MAHWAH TWP	MAHWAH HIGH SCHOOL	03-2900-050	09-12	10.7%	0.7%	14.2%
BURLINGTON	CINNAMINSON TWP	CINNAMINSON HIGH SCHOOL	05-0840-030	09-12	14.2%	0.3%	15.7%
BURLINGTON	LENAPE REGIONAL	CHEROKEE HIGH SCHOOL	05-2610-040	09-12	11.9%	0.6%	17.8%
BURLINGTON	LENAPE REGIONAL	LENAPE HIGH SCHOOL	05-2610-050	09-12	15.4%	0.4%	14.2%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL	05-3690-050	09-12	14.1%	0.5%	16.2%
CAMDEN	CHERRY HILL TWP	CHERRY HILL HIGH SCHOOL EAST	07-0800-030	09-12	13.2%	0.6%	12.3%
CAMDEN	EASTERN CAMDEN COUNTY REG	EASTERN REGIONAL HIGH SCHOOL	07-1255-050	09-12	10.8%	0.8%	11.6%
CAMDEN	HADDON HEIGHTS BORO	HADDON HEIGHTS JR-SR HS	07-1880-050	07-12	19%	0.1%	12.2%
CAPE MAY	OCEAN CITY	OCEAN CITY HIGH SCHOOL	09-3780-050	09-12	18.1%	0.1%	11%
CHARTERS	HOBOKEN CS	HOBOKEN CHARTER SCHOOL	80-6720-930	KG-12	26.8%	0%	13.2%
ESSEX	MONTCLAIR TOWN	MONTCLAIR HIGH SCHOOL	13-3310-050	09-12	18.8%	0.2%	16.6%
GLOUCESTER	KINGSWAY REGIONAL	KINGSWAY REGIONAL HIGH SCHOOL	15-2440-050	09-12	12.8%	0.2%	14.6%
GLOUCESTER	PITMAN BORO	PITMAN HIGH SCHOOL	15-4140-050	09-12	15.5%	0%	16%
GLOUCESTER	WASHINGTON TWP	WASHINGTON TOWNSHIP HIGH SCHOOL	15-5500-010	09-12	17.1%	0%	14.5%
MERCER	HAMILTON TWP	HAMILTON EAST - STEINERT	21-1950-050	09-12	12.7%	0.5%	12.8%
MIDDLESEX	MONROE TWP	MONROE TOWNSHIP HIGH SCHOOL	23-3290-005	09-12	11.6%	0.6%	16.2%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD BOROUGH HIGH SCHOOL	25-1650-050	09-12	19.3%	0%	17.6%
MONMOUTH	HAZLET TWP	RARITAN HIGH SCHOOL	25-2105-050	09-12	15%	0.4%	15.3%
MONMOUTH	MANASQUAN BORO	MANASQUAN HIGH SCHOOL	25-2930-050	09-12	14.9%	0.8%	13%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL NORTH	25-3160-050	09-12	15.9%	0.5%	14.1%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP HIGH SCHOOL	27-2380-020	09-12	11.8%	0.3%	14.6%

**SCHOOL PEER GROUP**

**BERGEN  
MAHWAH TWP**

**GRADE SPAN 09-12**

**03-2900-050  
MAHWAH HIGH SCHOOL  
50 RIDGE ROAD  
MAHWAH, NJ 07430**

MORRIS	MOUNT OLIVE TWP	MOUNT OLIVE HIGH SCHOOL	27-3450-010	09-12	11.9%	0.5%	16.5%
MORRIS	ROXBURY TWP	ROXBURY HIGH SCHOOL DISTRICT	27-4560-050	09-12	12.9%	0.6%	13.9%
OCEAN	POINT PLEASANT BEACH BORO	POINT PLEASANT BEACH HIGH SCHOOL	29-4220-050	09-12	12.1%	0.4%	11.9%
OCEAN	POINT PLEASANT BORO	POINT PLEASANT BOROUGH HIGH SCHOOL	29-4210-030	09-12	15.9%	0.7%	15.2%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER HIGH SCHOOL EAST	29-5190-030	09-12	22.1%	0.3%	11.5%
PASSAIC	WEST MILFORD TWP	WEST MILFORD HIGH SCHOOL	31-5650-040	09-12	12.4%	0.1%	20.8%
SUSSEX	HIGH POINT REGIONAL	HIGH POINT REGIONAL HIGH SCHOOL	37-2165-030	09-12	13.9%	0.5%	16%
SUSSEX	VERNON TWP	VERNON TOWNSHIP HIGH SCHOOL	37-5360-020	09-12	14.7%	0.1%	14.7%
SUSSEX	WALLKILL VALLEY REGIONAL	WALLKILL VALLEY REGIONAL HIGH SCHOOL DISTRICT	37-5435-060	09-12	17.9%	0%	20.3%